|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Title: Migration** |  | **Grade Levels:** |  |
| **Subject/Topic Areas:** |  | | |
| **Key Words:** |  | | |
| **Unit Designer:** |  | **Time Frame:** |  |
| **School District:** |  | **School:** |  |

**Link to Content Standards**

|  |
| --- |
| * 4Sb The student will demonstrate an understanding of characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (And subheadings bellow this standard) * 4SS1.a Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in the US and on Earth. * Social Studies Skills: Chronological and Spatial Thinking and Research, Evidence, and Point of View |

**Brief Summary of Unit (including curriculum and unit goals)**

|  |
| --- |
| We will look at migration in the ocean allowing the students decide what aspects of topic are of enough interest to delve in deeper. We will work on our research skills while exploring the ocean through websites, books, maps, experts, and videos |

What enduring understandings are desired?

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| --- |
| Students will understand |
| * how to research by taking notes, organizing data, finding appropriate and valid sources, and citing sources. * the purpose, study of and human effect on migration. |
| **A** |

What essentials questions will guide this unit and focus teaching and learning?

|  |
| --- |
| * How do people study migration of sea animals and why are their finding important to us? * How do humans effect and change the migration of animals? How do they help? * What is the purpose of migration? |
| **B** |

What key knowledge and skills will students acquire as a result of this **Interdisciplinary** unit?

|  |  |
| --- | --- |
| Students will know | Students will be able to |
| * why animals migrate | * take notes |
| * why study of migration is important | * compile data efficiently |
| * what effect humans have on migration | * know where to find valid sources |
| * how to research properly and with purpose | * present findings about migration |
|  |  |
| **C** | |

What evidence will show that students understand?

**Performance Tasks (summarized)** (Complete a Performance Task Blueprint for each task)

|  |
| --- |
| 1. Each child will write fiction picture book to go along with research compiled. 2. Each group will also write a picture book but nonfiction to show what they have learned. Will present picture book to class at end of week and go to other classes (and possibly online) to share with others. |
| **D** |

**OTHER EVIDENCE** (Use the Blueprint for Other Evidence

to describe assessments other than performance tasks.)

**Quizzes, Tests, Prompts, and Work Samples (summarized)**

|  |
| --- |
| 1. Writing samples of each stories editing process throughout the week. |
| **E** |

|  |  |  |
| --- | --- | --- |
| Unprompted Evidence (e.g., observations and dialogues) |  | Student Self-Assessment |
| * Observations * Conferencing each day * Folders kept in each group to be left in classroom each night for review. |  | * Journaling each afternoon * Self-assessment rubric at completion of project |
| **F** |  | **G** |

Write the targeted understanding and core performance task in the middle box—what students should understand and be able to do. Then, brainstorm types of evidence that might be most useful, insightful, and fair for rounding out the picture to produce sufficient evidence of understanding.

|  |  |
| --- | --- |
| **Formal observations or interviews of students** Targeted Understanding That they understand the questions they asked at beginning of unit.  Students understand the steps to proper research. Core Performance Task Take information from a variety of resources and put key information into a nonfiction picture book for others to gain information about topic as well.  Conferencing with each groups  Observation in groups | **Public performance**  Reading to class and others after completion of picture books |
| **Written, oral, or visual (displayed) products in response to prompts**  Final presentation of books | **Student self-assessments, logs, and peer reviews**  Journaling, self-assessment rubric |
| **Student exhibits or models**  Picture books on display at  library | **Short-answer quizzes and tests**  No tests or quizzes |
|  |  |

***GRASPS Frame***

|  |  |
| --- | --- |
|  |  |
| ***G***  Real-World **Goal** | My students will create 2 separate picture books to share with other students that encompasses all the knowledge they have acquired through our week long study of migration. |
| ***R***  A meaningful **role** for the student | The children become researchers, authors, illustrators, editors, etc as they share their books with the world around them. |
| ***A***  Authentic real-world (or simulated) **audience** | Not only are we having an author's chair in the classroom on Friday afternoon, but we will be going to other classes to share as well as a possibly Skype reading with another school. The books will be on display at the library. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Through their research children will develop a fiction story that involves an animal through his/her migration. The use of researched facts must accompany the story as well as good writing skills that we have been working on throughout the year. Students will also develop a nonfiction story to be the culmination of all research done in groups. |
| ***P***  Student-generated culminating **products** and **performances** | Our culminating product and performance will be the picture books themselves as well as the presentation of said items. Students will have the opportunity to talk about their books as well as read aloud to students in and outside of our classroom. |
| ***S***  Consensus-driven performance **standards** for judging success | We are going to work as a group developing the rubrics we will use along with decide what makes a good non-fiction and fiction picture book. |

|  |  |  |  |
| --- | --- | --- | --- |
| Task Title: | Non Fiction Picture Book | Appropriate Time Frame: |  |

**What desired understandings/content standards will be assessed through this task?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**What is the purpose of this assessment task?** 🞎 Formative 🞎 Summative

**Through what authentic performance task will students demonstrate understanding?**

|  |
| --- |
| Task Overview (GRASPS: goal, role, audience, situation, product/performance, and standards) |
|  |

**What student products/performances will provide evidence of desired understanding?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**By what criteria will student products/performances be evaluated?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ◼ Student made rubric for non-fiction picture book |  | ◼ |  | ◼ |
| ◼ Student made rubric for presentation of book |  | ◼ |  | ◼ |

**What type of scoring tools will be used for evaluation?** (Use a separate sheet for scoring tools.)

|  |  |  |  |
| --- | --- | --- | --- |
| 🞎 Analytic rubric | 🞎 Holistic Rubric | 🞎 Criterion (performance) List | 🞎 Checklist |

**What other assessment evidence**

**What will be assessed? NonFiction**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: Lab skills |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Works Sample |
| 🞎 Brief constructed  response | 🞎 Other:Book  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
| Using research collected throughout the week, students will write non-fiction picture book in groups. |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** |
| **◼** |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

**will be collected during this unit?**

**What will be assessed? Fiction**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: \_\_\_\_\_\_\_ |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Work Sample |
| 🞎 Brief constructed  response | 🞎 Other: Book |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
| Using research collected throughout the week, students will write a fiction picture book by themselves. |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** |
| **◼** |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

A unit can often be made more engaging if provocative questions introduce major topics. Use the prompts below to help you generate possible entry questions to hook and entice students.

Understandings and essential questions to be addressed in the unit

|  |
| --- |
| * How do people study migration of sea animals and why are their findings important to us? |
| * How do humans affect and change the migration of animals? How do they help? |
| * Why do animals migrate? |
|  |

To generate entry questions and problems for the unit, consider

* Weird facts, discrepant events, and anomalies.
* Issues and problems that students can relate to and that raise essential questions.
* Proverbs, aphorisms, and folk wisdom.
* Interesting questions that have arisen when you have taught or studied this content.

|  |  |  |
| --- | --- | --- |
| **?** |  |  |
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|  |  |  |

**What sequence of teaching and learning experiences will equip students**

**to develop and demonstrate the desired understandings?**

|  |
| --- |
| Consider the WHERE elements from the *student’s* perspective |
| **W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**  We are going to have morning meetings to keep all groups on task and share with the entire class. I want the students to determine why it's important that we learn about animal migration through discussions during morning meeting and during other times throughout the day. Also, at the beginning of the week we will discuss standards we are uncovering so students understand end goal. The unit will end with presentations (their own choice as to how to show knowledge) to show what the students have learned and a museum exhibit that other classes are able to come see. Possible set-up in library for extended viewing. We will also discuss the possibility of posting our findings online and maybe even sharing with another class somewhere else in the US through web services like Skype. I want their findings to be authentic and reach an audience bigger than myself or even their fellow students.  **H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**  We will start with a story called "Adelina's Whales" by Richard Sobol which tells of a small town in Mexico that experiences whale migration every year using photo essay style writing. We will then begin an introductory discussion on how we can effect animal migration. After discussion, I will have four KWL charts (Study of Migration, Human Effect on Migration, Patterns in Nature to Guide Migration, and Purpose of Migration) hanging in the front of the class. If there already seems to be interest in certain areas, we will pair students with interests for future study and have individual groups fill out the chart or we will take time as a class to discuss the four and then break the class up.  **E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**  I feel one of the most important things my children are getting out of this unit study is the tools for future study. Through learning how to take notes, research with different resources, organize information, and a large scale project, my students are learning tools that will help them become lifelong learners, historians, scientists, readers and writers.  **R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**  My students will be continually conferencing with me so I am able push them deeper into their study. My goal of all conferencing during this time is to help tease out the important ideas and enduring understandings. I will also be looking for the skills we learn throughout the week, seeing that they are able  **E= How will I promote students' self evaluation and reflection?**  My students will spend 15 minutes at the end of each day reflecting on that day's research and learning. I will push them to think about what they are learning and try to apply it in other ways if possible. Also, I will ask that each student write 3 goals for the next day and discuss whether they met their goals from the previous day. At the end of the unit, we will self evaluate to see how we did through different aspects of study and reflect on what they got out of the unit.  **T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**  Because the students are choosing their topics and researching in groups, the activities have already been tailored to some extent. After looking at the skills used after minilessons throughout, I might take smaller groups to go over enduring ideas to help cement them further. With having students work together on this long term assignment, they are able to bring to the table the skills they readily possess.  **O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**  We will be immersed in the unit of study while continuing to learn small skills throughout the week letting my students see the importance of each minilesson we discuss and learn. From the beginning, we are working on authentic learning (sharing with people outside of the class and the end) and will continue to keep the end goal in sight. Throughout the week, I will scaffold with lessons where I see need and even possibly have certain groups teach when I see they have certain skills that the rest of the class could benefit from. |
| to use them in real world experiences and over different contexts.  **E= How will I promote students' self evaluation and reflection?**  My students will spend 15 minutes at the end of each day reflecting on that day's research and learning. I will push them to think about what they are learning and try to apply it in other ways if possible. Also, I will ask that each student write 3 goals for the next day and discuss whether they met their goals from the previous day. At the end of the unit, we will self evaluate to see how we did through different aspects of study and reflect on what they got out of the unit.  **T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**  Because the students are choosing their topics and researching in groups, the activities have already been tailored to some extent. After looking at the skills used after minilessons throughout, I might take smaller groups to go over enduring ideas to help cement them further. With having students work together on this long term assignment, they are able to bring to the table the skills they readily possess.  **O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**  We will be immersed in the unit of study while continuing to learn small skills throughout the week letting my students see the importance of each minilesson we discuss and learn. From the beginning, we are working on authentic learning (sharing with people outside of the class and the end) and will continue to keep the end goal in sight. Throughout the week, I will scaffold with lessons where I see need and even possibly have certain groups teach when I see they have certain skills that the rest of the class could benefit from. |